

John P Thomas Elementary

6001 Weston Avenue
Columbia, South Carolina 29203

Grades	PK-5 Elementary School	
Enrollment	474 Students	
Principal	Evelyn Moore	803-735-3430
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	58	36

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

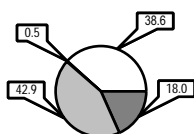
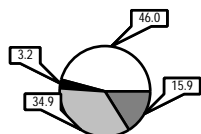
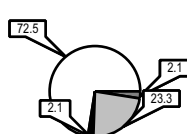
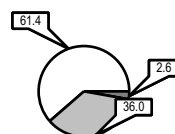
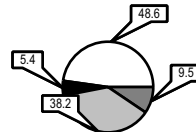
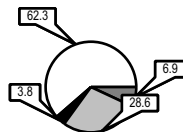
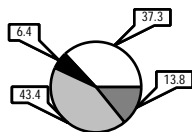
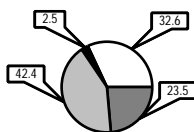
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	219	89.0	41.9	40.7	16.8	0.6	26.3	Yes	Yes
Gender									
Male	106	86.8	52.6	37.2	9.0	1.3	17.9	N/A	N/A
Female	113	91.2	32.6	43.8	23.6	0.0	33.7	N/A	N/A
Racial/Ethnic Group									
White	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	215	89.3	41.2	41.2	17.0	0.6	26.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	99.5	41.3	40.6	17.5	0.6	27.5	N/A	N/A
Disabled	30	23.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	89.0	41.9	40.7	16.8	0.6	26.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	219	89.0	41.9	40.7	16.8	0.6	26.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	207	88.4	43.0	41.1	15.2	0.6	24.1	No	Yes
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	219	91.8	44.2	34.9	17.4	3.5	32.0	Yes	Yes
Gender									
Male	106	89.6	43.8	36.3	17.5	2.5	31.3	N/A	N/A
Female	113	93.8	44.6	33.7	17.4	4.3	32.6	N/A	N/A
Racial/Ethnic Group									
White	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	215	92.1	44.1	35.3	17.1	3.5	31.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	100.0	41.6	36.0	18.6	3.7	34.2	N/A	N/A
Disabled	30	40.0	81.8	18.2	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	91.8	44.2	34.9	17.4	3.5	32.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	219	91.8	44.2	34.9	17.4	3.5	32.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	207	91.3	44.8	35.0	17.2	3.1	30.7	Yes	Yes
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	219	95.9	72.3	23.4	2.1	2.1	4.3
Gender							
Male	106	95.3	73.3	22.2	1.1	3.3	4.4
Female	113	96.5	71.4	24.5	3.1	1.0	4.1
Racial/Ethnic Group							
White	4	75.0	I/S	I/S	I/S	I/S	I/S
African American	215	96.3	72.4	23.2	2.2	2.2	4.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	189	100.0	68.9	26.1	2.5	2.5	5.0
Disabled	30	70.0	92.6	7.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	95.9	72.3	23.4	2.1	2.1	4.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	219	95.9	72.3	23.4	2.1	2.1	4.3
Socio-Economic Status							
Subsidized meals	207	95.7	72.6	22.9	2.2	2.2	4.5
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	219	96.3	61.4	36.0	2.6	0.0	2.6
Gender							
Male	106	95.3	60.0	36.7	3.3	0.0	3.3
Female	113	97.3	62.6	35.4	2.0	0.0	2.0
Racial/Ethnic Group							
White	4	75.0	I/S	I/S	I/S	I/S	I/S
African American	215	96.7	61.3	36.0	2.7	0.0	2.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	189	100.0	56.5	40.4	3.1	0.0	3.1
Disabled	30	73.3	89.3	10.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	96.3	61.4	36.0	2.6	0.0	2.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	219	96.3	61.4	36.0	2.6	0.0	2.6
Socio-Economic Status							
Subsidized meals	207	96.1	61.7	36.1	2.2	0.0	2.2
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	75	100.0	31.3	44.8	19.4	4.5	23.9
	4	81	96.3	34.8	51.5	13.6	0.0	13.6
	5	60	100.0	42.3	46.2	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	89.4	29.8	42.6	27.7	0.0	27.7
	4	74	89.2	50.0	33.9	14.3	1.8	16.1
	5	79	88.6	43.8	45.3	10.9	0.0	10.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	75	100.0	43.3	44.8	10.4	1.5	11.9
	4	81	100.0	42.0	47.8	10.1	0.0	10.1
	5	60	100.0	34.6	46.2	15.4	3.8	19.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	92.4	27.1	39.6	29.2	4.2	33.3
	4	74	91.9	51.7	34.5	6.9	6.9	13.8
	5	79	91.1	50.0	31.8	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	75	100.0	73.1	22.4	4.5	0.0	4.5
	4	81	100.0	71.0	27.5	1.4	0.0	1.4
	5	60	100.0	73.1	23.1	0.0	3.8	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	98.5	63.5	28.8	5.8	1.9	7.7
	4	74	95.9	76.2	20.6	1.6	1.6	3.2
	5	79	93.7	75.3	21.9	0.0	2.7	2.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	75	100.0	59.7	38.8	1.5	0.0	1.5
	4	81	100.0	47.8	46.4	5.8	0.0	5.8
	5	60	100.0	63.5	34.6	1.9	0.0	1.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	100.0	50.9	41.5	7.5	0.0	7.5
	4	74	95.9	54.0	46.0	0.0	0.0	0.0
	5	79	93.7	75.3	23.3	1.4	0.0	1.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 474)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.6%	Down from 5.9%	4.0%	2.8%
Attendance rate	96.7%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.6%	Up from 8.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	8.2%	Up from 4.6%	0.0%	0.0%
Eligible for gifted and talented	4.4%	Down from 5.6%	3.6%	10.4%
On academic plans	64.1%	N/AV	48.9%	33.6%
On academic probation	52.5%	N/AV	2.3%	1.0%
With disabilities other than speech	7.1%	Up from 5.5%	7.5%	7.5%
Older than usual for grade	0.9%	No change	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	67.6%	Up from 65.8%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.6%	N/A	5.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	83.6%	Up from 77.7%	83.0%	87.3%
Teacher attendance rate	95.3%	Up from 94.4%	94.5%	94.9%
Average teacher salary	\$45,630	Up 3.2%	\$41,599	\$42,485
Prof. development days/teacher	16.9 days	Up from 11.4 days	15.0 days	13.3 days
School				
Principal's years at school	2.5	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Up from 12.0 to 1	16.4 to 1	18.6 to 1
Prime instructional time	89.5%	Up from 87.3%	88.2%	89.7%
Dollars spent per pupil*	\$7,478	Up 6.1%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	74.2%	Down from 75.0%	59.9%	64.0%
Percent of expenditures for instruction*	81.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

John P. Thomas Elementary School serves 491 students from Child Development (CD) to fifth grade. There are two self-contained classes for students in kindergarten to fifth grade and one class with two half-day sessions for preschool students with special needs. The teachers continue to challenge our students with research-based best practices such as Accelerated Reader, Accelerated Math, Breakthrough to Literacy, Balanced Literacy, the 100 Book Challenge, Books and Breakfast, after-school tutoring in Grades 1-5, the Homework Center and Success Maker, a computer assisted program. Weekly computer-assisted instruction is given to first and second grade students in reading and math. Lowered pupil-teacher ratio in the early grades, common planning times at grade levels, in-school suspension and ongoing sustained staff development contributed to more effective instruction and increased student achievement. The staff development included sessions in providing various types of assessments, how to de-construct the standards, monthly math and Language and Literacy sessions, providing various hands-on materials and strategies for teaching math and developing literacy centers.

Previous PACT results revealed a very slow increase in the number of students scoring proficient at all levels and in each subject. More emphasis has been placed on using strategies to increase higher-order thinking. The after-school tutorial program continues to focus on strengthening reading and math skills and problem solving strategies. Parent workshops involved them in math, science and English/Language arts activities designed to help in assisting their children with homework. In addition, the activities helped parents to prepare their children for PACT. The PTA and the School Improvement Council continue to find ways to increase parental involvement and to help reduce the number of situations that impede student progress.

We are very proud of several significant accomplishments this past year. One second grade student had artwork selected to appear on the cover of the spring programming catalog for the Richland County Public Library, several student groups won first place and the grand prize in the visual literacy contest. There were individual class winners for the following poster contests: the Earth Day, the Carnival of the Animals, the Hunger and Homeless Awareness, and the Wonders of the Water. We had a second place winner in 3-D art at the State Fair. We had our eighth annual Health Awareness Fest. Students from the South Carolina School for the Blind and Deaf performed. District office staff and local dignitaries volunteered to read for our students. We will continue our goal of being a S.C. Model Healthy School and our collaboration with Providence Hospital's Healthy Learners and Palmetto Health's Partners for Healthy Children program. All fifth grade students participated in a six-week program that taught the students about Type 2 diabetes.

Our partnerships with parents and community continue to increase and grow stronger each year. We continue to work with VFW Post 4262, Zeta Phi Beta and Delta Sigma Theta Sororities and the local churches in the area.

Evelyn H. Moore, Principal
Johnny Bland, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	74	35
Percent satisfied with learning environment	78.0%	83.6%	65.6%
Percent satisfied with social and physical environment	82.9%	81.7%	75.8%
Percent satisfied with school-home relations	33.3%	81.7%	64.7%

*Only students at the highest elementary school grade level at this school and their parents were included.